

MIPAC Meeting Minutes

June 3rd, 2016

Board Attendees: Audrey Shaw (Chairperson), Daniel Wong (Co-Chairperson) – via telephone, Jennifer Pang (Recording Secretary), Agustin Del Alamo (Parent Representative), Ami Barrett (FoMIP Representative), Greg Hauser (Principal), MC Barrosa (Asst. Principal), Julie Fong (Lead Teacher), Cynthia Chang (Lead Teacher), Nicole Loh (Lead Teacher)

Absent: none

Guests: Paula Yousef, Susanne Dachgruber, Debbie Smith, Mike Smith, Ron Pei, Lori Djahavarian, Debbie James, Mari Scott (MIP parents)

Meeting called to order at 2:40pm.

Greg is planning to set up another MIP coffee talk, either before the end of school next week or shortly thereafter. Trying to find a time that works with his schedule and the majority of parents.

One parent representative position on MIPAC will open up in August, when Daniel Wong's term is up. The other two parent representative positions will open up in August 2017, since the position is a 2-year commitment (Jen & Agustin came on in Sept. 2015). The process will be self-nomination, and the representative will be voted in by a majority of all current MIPAC member votes (admin, teachers, and parents). Although the focus of MIPAC always has been and always will be on the program as a whole, we will try to keep a balance between upper and lower grades so that the entire program is well-represented.

MC provided a recap of how the Spanish immersion program is structured in middle school (acknowledging that Mandarin is different from Spanish, but it at least gives us a point of reference). 6th graders take 3 classes in Spanish: Spanish (which is their elective class), Social Science, and Science. 7th graders take 2 classes in Spanish: Spanish (elective) and Social Science. 8th graders take only 1 class in Spanish: Spanish (which is their elective class). The program was initially designed for the students to take 2 classes in Spanish each year throughout middle school, but it was later modified to the current 3-2-1 structure. Students do not take science in Spanish beyond 6th grade because of the many technical words involved with science, and they feel it's better to learn these words in English. 8th grade Social Studies is taught in English because it's U.S. History, and many of the source documents are in English. Nicole mentioned that the Mandarin immersion middle school that she taught at in Portland used the same model that MC outlined above, but they also had Chinese Culture as an additional 8th grade elective class. We need to determine what makes the most sense for our course offerings in Mandarin – it can't be the elective (this is already taken by the Mandarin Language Arts class), it can't be math (due to leveling issues), and it can't be English (for obvious reasons). So this leaves science, social science, and PE.

Bernice Ayers Middle School (BAMS) currently allows a zero period for Spanish immersion students only if they have chosen to take orchestra or band. This is a cost-saving measure taken by the district. Concern that this could extend to all middle school immersion programs and locations.

From a staffing perspective, a 6th grade teacher can have a multiple subject credential, and does not need single subject credentials to teach 6th graders. 7th and 8th grade teachers need single subject credentials. Science subjects for 7th and 8th grade require separate single subject credentials, since the subject matter differs (i.e. biology vs physical science). Therefore, staffing with the appropriate credentialing can present an issue, and we will need to plan ahead. In addition, changes in CA graduation requirements could also impact the single subject credentials that the teachers will need.

At the high school level, there is the possibility that MIP students could take college level courses in Mandarin. However, Saddleback College doesn't have high enough classes – our students will have surpassed those levels by high school. Fullerton and Long Beach both have many classes that would be at our students' level, and UCI has just a few.

Moving forward, the plan is to compile a list of immersion schools throughout the country. Ideally Mandarin, but could also be some other language that is a bit harder to learn (i.e. German, Russian). Audrey, Ami, Jen, and Daniel already have lists from various sources, so they will combine their lists into one master list. We will jointly compile a list of questions to ask each school, then assign a certain number of schools to each parent who would like to help with the information gathering effort. This will be discussed at the upcoming coffee talk. The goal is to get all information compiled by 9/1/16, and then we can view the results and determine what is most feasible for our program. Once we have a clear picture of what we want the program to look like in each year, we will enlist the district staff's help in putting a cost next to each line item. We will also work with the district to find out what we are able to fundraise for, in the event that the district is unable or unwilling to fund certain items. When our MIP K-12 plan is complete, Mr. Hauser will present it to the district.

Minutes from the 5/12/16 meeting to be voted on via e-mail (UPDATE: motion was made by Agustin on 6/5 to approve the minutes, seconded by Nicole. In favor: Julie, MC, Audrey, Ami, Jennifer, Daniel. Motion passed). Jennifer to forward 5/12 minutes to Susanne for posting.

Meeting adjourned at 3:50pm.